

**THE ANALYSIS OF GAMBITS IN THE ENGLISH
COMMUNICATION BY UNDERGRADUATE STUDENTS IN EFL
CLASSROOM**

***ANALISA TENTANG GAMBIT DALAM KOMUNIKASI BAHASA
INGGRIS YANG DILAKUKAN OLEH MAHASISWA DIDALAM
KELAS BAHASA INGGRIS SEBAGAI BAHASA ASING***

BIMAS RESKIAWAN



**GRADUATE PROGRAM
STATE UNIVERSITY OF MAKASSAR
2016**

**THE ANALYSIS OF GAMBITS IN THE ENGLISH
COMMUNICATION BY UNDERGRADUATE STUDENTS IN EFL
CLASSROOM**

Thesis

As a Part of the Requirements for Master Degree

Study Program

Language Education

English Education Concentration

Written and Submitted by

BIMAS RESKIAWAN

to

**GRADUATE PROGRAM
STATE UNIVERSITY OF MAKASSAR
2016**

THESIS

THE ANALYSIS OF GAMBITS IN THE ENGLISH COMMUNICATION BY UNDERGRADUATE STUDENTS IN EFL CLASSROOM

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Menyatakan bahwa tesis yang berjudul **The Analysis of Gambits in the English Communication by Undergraduate Students in EFL Classroom** merupakan karya asli. Seluruh ide yang ada dalam tesis ini, kecuali yang saya nyatakan sebagai kutipan, merupakan ide yang saya susun sendiri. Selain itu, tidak ada bagian dari tesis ini yang telah saya gunakan sebelumnya untuk memperoleh gelar atau sertifikat akademik.

Jika pernyataan diatas terbukti sebaliknya, maka saya bersedia menerima sanksi yang ditetapkan oleh PPs Universitas Negeri Makassar.

Tanda tangan,

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ABSTRACT

Bimas Reskiawan. *The Analysis of Gambits in the English Communication by Undergraduate students in EFL Classroom (Supervised by Haryanto and Sukardi Weda).*

This research was conducted to find out the types of gambits uttered by the students on their EFL classroom communication and to find out the functions of gambits uttered by the students on their EFL classroom communication. This research employed descriptive qualitative method. The subjects of this research were the students of English Department at the fifth semester of SembilanBelas November University of Kolaka. The data of this research was collected by employing video recording and transcribing. The gained data was analyzed in three major phases namely data reduction, data display, and conclusion.

The results of the research revealed that (1) there are three types of Gambits uttered by the students during lecturing process in EFL classroom namely opening Gambits, Linking Gambits and Responding Gambits. (2) Each type of the Gambits was uttered in different functions. First, Opening Gambits have different functions, such asking for information, breaking in, interrupting, act in order, telling the story, the main thing, surprising the fact, and expressing personal opinion. The functions were uttered in two forms, namely interrogative and declarative forms. Second, Linking Gambits consisted of some functions, namely thinking about the problem, emphasizing a point, give the reason, thinking ahead, correct yourself, demanding explanation, argument and counter argument, seeing the good side, illustrating the point, hesitation phrase, and telling the story. All the functions were uttered in interrogative and declarative forms. Third, Responding Gambits consisted of several different functions such as right or wrong, crowd reaction, showing interest, communication problem, and accepting a compliment. The Gambits was uttered in the form of declarative form.

It can be concluded that, there were three kinds of conversation gambits were found. It means that gambit is really needed in conversation. Therefore, some suggestions like recommends to the students to use the conversation gambit during the speaking class and ask the student to do the activity in speaking by using gambit are offered for the teachers.

ABSTRAK

Bimas Reskiawan. *Analisa tentang gambit dalam komunikasi Bahasa Inggris yang dilakukan oleh Mahasiswa didalam Kelas Bahasa Inggris sebagai Bahasa Asing. (Dibimbing oleh Haryanto dan Sukardi Weda).*

Penelitian ini dilakukan untuk mengetahui jenis gambit yang diucapkan oleh mahasiswa untuk berkomunikasi didalam kelas bahasa Inggris sebagai bahasa asing dan untuk mengetahui fungsi gambit yang diucapkan oleh mahasiswa untuk berkomunikasi yang dilakukan didalam kelas bahasa Inggris sebagai bahasa asing. Penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah mahasiswa semester 5 program studi bahasa Inggris di Universitas Sembilanbelas November Kolaka. Data penelitian ini dikumpulkan dengan menggunakan rekaman video dan transkripsi. Data yang diperoleh dianalisis dalam tiga fase utama yaitu pemilihan data, pengelompokkan data, dan menyimpulkan data.

Hasil penelitian menunjukkan bahwa (1) ada tiga jenis gambit yang diucapkan oleh mahasiswa pada proses perkuliahan didalam kelas bahasa Inggris sebagai bahasa asing, yaitu gambit pembukaan, gambit penghubung, dan gambit perespon. (2) setiap jenis dari gambit tersebut memiliki fungsi yang berbeda - beda. Pertama, gambit pembukaan terdiri dari beberapa fungsi yaitu untuk menyanggah, menanyakan tentang informasi, menyela, memberi tindakan, bercerita, hal yang utama, fakta yang muncul, dan memberikan pendapat pribadi. Semua fungsi tersebut diucapkan oleh mahasiswa dalam dua bentuk yaitu untuk pertanyaan dan pernyataan. Kedua, Gambit penghubung yang terdiri dari beberapa fungsi yang berbeda yaitu untuk memikirkan tentang masalah yang timbul, menegaskan pada masalah, memberikan alasan, berpikir, memperbaiki, menuntut penjelasan, argumen dan kontra argumen, melihat sisi baik, mengilustrasikan, keragu-raguan dan bercerita. Semua fungsi tersebut diucapkan oleh mahasiswa dalam bentuk pernyataan dan pertanyaan. Ketiga, Gambit perespon yang terdiri dari beberapa fungsi yang berbeda yaitu untuk menyatakan benar atau salah, reaksi yang gemuruh, menunjukkan kekaguman, masalah dalam berkomunikasi, dan menerima komplain. Semua fungsi tersebut diucapkan oleh mahasiswa dalam bentuk pernyataan.

Dapat disimpulkan bahwa, ada tiga jenis gambits dalam percakapan yang ditemukan. Ini berarti bahwa gambit benar-benar dibutuhkan dalam percakapan. Selanjutnya, saran-saran yang dapat diberikan kepada mahasiswa seperti rekomendasi menggunakan percakapan gambit di kelas dan juga meminta mahasiswa untuk ikut aktif dalam kelas dengan menggunakan gambit.

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil Alamin, the researcher expresses his gratitude to the Almighty Allah SWT for giving His blessing, guidance, and mercy to the researcher in accomplishing this thesis as one of the requirements to attain Magister Pendidikan at Graduate Program, State University of Makassar. Shalawat and Salam are also addressed to the great prophet Muhammad SAW.

Firstly, the researcher conveys his biggest gratitude to his parents, the best father that researcher has, Muh Sirajuddin for giving him so much love, support, attention, advice, braveness to do his best in his life and keep struggling in facing all of the things, and his beloved mother, Junaeda, for always praying, educating, encouraging, and providing invaluable support, so that he could finish writing this thesis. Besides, the researcher also devotes profound appreciation to all of researcher's lovely Brothers and sister, Fahri Gunawan, Yuyun Sriwahyuni, and Fadli Aprialdi. Thanks for support that have been given.

Secondly, he states his regard to some individual as the followings Prof. Dr. H. Haryanto, M.Pd the researcher's first supervisor and Dr. Sukardi Weda, M.Pd., M.Si, M.Hum, MM, M.Sos.I as his second supervisor for always giving him support and guidance, suggestions, corrections, since the preliminary manuscript of this thesis, his examiners, Prof. Dr. Baso Jabu, M. Hum, and Dr. Kisman Salija, M.Pd for always giving suggestions and corrections to the researcher in writing this thesis, and

The Director of Graduate Program State University of Makassar, Prof. Dr. Jasruddin, M.Si, Prof. Dr. Haryanto, M.Pd, the Head of English Program, and all the researcher's lecturers and all the staffs of Graduate Program State University of Makassar for giving their knowledge, guidance and suggestions during his study.

Thirdly, the researcher would like to thank to Zakaria, SS.,M.A as head of English Department of SembilanBelas November University of Kolaka for permitting the researcher conducted his research. The researcher also deeply does not forget give a big appreciates to all lecturers in English department of SembilanBelas November University for facilitating their classes to be observed during the research and all the students at the SembilanBelas November University of Kolaka especially at third and Fifth semester of English Department who gave big contribution in completing this thesis.

Finally, the researcher shows his special thanks, love and deepest appreciation to Rais Abin, S.Pd.,M.Pd, Firman, S.Pd.,M.Pd, Hariadi Syam, S.Pd, Ita Sarmita Samad, S.Pd and to all of his beloved friend who unwritten on this paper who have given him valuable contribution, motivation, suggestion, and mental support in finishing this thesis. The researcher realizes that this thesis is still far from being perfect. Therefore suggestion and correction for improvement of this thesis are welcome. May The Almighty God always bless us. Amin

Makassar,

June 2016

Bimas Reskiawan

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CHAPTER 1

INTRODUCTION

This chapter describes the background, the research questions, the objectives, the significances, and the scope of the research.

A. Background of the Research

Communication is very crucial and fundamental in human activities, it is asserted by Allwood (1993) states “Communication is very important in the process of arranging the thoughts, links ideas, and transfers information”. He also added that “the communication includes both verbal (language in written and spoken form) and non-verbal (language in conventional symbols and ways of representation through drawing and diagrams) forms”. Verbal communication can appear in discussion, debate or negotiate, while the nonverbal activities are seen in communal building a house or communal working in the garden.

Middleton (1980) explains “four majors’ social functions of communication, they are surveillance, correlation, transmission, and entertainment”. Surveillance is the scanning of the environment for information. This is something that all individuals do. Correlation can be thought as the coordination of response of difference of society to the environment. It includes the interpretation of information on the environment, policy making. Transmission of social heritage, customs and law

in the third function, education, communication occurs between parents and children, perform this function. Entertainment of consumes many mass-media resources.

Communication is also very important in teaching and learning process, for instance, in the teaching and learning process happening in universities. Communication involving the lecturers and the students also considered as the fundamental substance for obtaining an effective learning. Weheba & Kader (2007) state “communication in the teaching and learning process encourage students connect the concepts which they learn and apply the concept into their life”. In communicating with the learners, the lecturers would not merely bring out some utterances involving grammatical structures and words but they also present actions through those utterances in order to send the messages by their utterances (Zhao and Throssel: 2011). In this situation, the lecturers as the speaker and the students as the listener or the students as speaker and the lecturers as the listener, sometimes both of them tend to make their communication sounds natural, comfortable, and also they can enjoy in the classroom. One of the ways to make their communication between lecturers and students more natural, enjoyable and comfortable is gambits. In the other words, in order to carry out a good communication, people need to know about gambits so that their communication can flowed naturally.

Keller and Warner (1988) state that “gambit is word or phrase which help us to express what we are trying to say”. They also state that ‘gambit is so important because it reflects the naturalness of the speakers. Moreover, the use of gambits in the

communication or conversation would help the speakers' fluency. Furthermore, gambits will lead the listeners or audiences to be ready to listen to the following sentences. Keller and Warner (1976) even claimed that "during a communication, gambits can help people to indicate the ways of how to start, continue, and also end the communication". Typical examples are *wait a minute*, *Could you tell me ...*, *I'm calling about...*, *The main thing is...*, and so on.

Gambits also convey the interpersonal meaning of the speaker. By the same token, gambits can be functioned as reminder to what the speakers proposed to speak. Using gambits on speech is very interesting to be observed since it indicates their ability and also their naturalness in communication. As Keller and Warner (1988) state that "We use gambits to introduce a topic of communication; to link what we have to say to what someone has just said; to agree or disagree; to respond to what we have heard".

People do the communication to convey a message. They use sentences to carry out a communication and every sentence needs to be logically related to others. Each sentence has always different function or even different interpersonal meaning. The statement is in line with the statement of Dewantoro (2013) who states that "gambits help to build logical relation or as a link to our idea and other people's idea". It will be differentiate the delivery of information coming from the human's speech and the books. He also added that "people's utterances will be made more meaningful by using gambits in communication because without them a

communication sounds flat and clumsy”. In the other word, if the people never use gambit in their communication, they are person who has very direct, abrupt, and even rude.

Mostly gambits are used for beginning a communication. People often concern so much with grammar and correctness of the sentences. People forgot to teach important skills like getting a communication started, keeping it going and ending. Using gambits in the classroom communication is important not only to start, keep and end the communication but also to build an expressive as well as a meaningful communication over and above to make it flows natural when delivered. Dufon (1995) stated that “gambits also serve a politeness functions in that they can be used to encode social status indirectly, which in many cases would be considered impolite if directly encoded”. The statement is asserted by Chalak and Norouzi (2014) who claimed that “gambits can influence the process of turn-taking in the communication”. In sum, gambits are devices that act as (a) discourse organizers to introduce what the speaker is about to say, (b) strategies to maintain the smooth flow of communication, and finally (c) pause fillers that buy time while the speaker searches for a word or attempts to hold a turn. All the statements show that gambits have very important role in communication.

In SembilanBelas November University of Kolaka, especially in the English Study Program, all subjects which are learned by the students require them to produce English utterances. In this situation, some subjects such as speaking, writing, reading,

are consider to be able to force the students to produce more utterances in lecturing process because the dominant strategy used in teaching these subjects is discussion, even some lecturers in lecturing process obliged the students to produce utterances to foster the students' confidence and bravery in speaking. However, when the researcher conducted preliminary research from 9 to 11 of November,2015. It seems that some students are able to produce some gambits on their utterances but when they are asked about gambits that they produced, they did not realize, even they did not know at all about it because pragmatic never puts as a course in the English study program curriculum. Therefore, the result of this research is expected to be taken as one of references for the lecturers or the educators to teach gambits to the students.

Based on the description above, the researcher intends to conduct a research entitled **“The Analysis of Gambits in the English Communication by Undergraduate students in EFL Classroom”**.

B. Research Questions

Bordage and Dawson (2003) emphasize that “the single most important component of a study is the research question”. Therefore, the researcher formulates the problems of the research questions as follows:

1. What types of gambits are spoken by the students in their EFL classroom communication?

2. What are the functions of gambits spoken by the students in their EFL classroom communication?

C. The Objectives of the Research

To deal with the statements described above, the objectives of the research are formulated as follows:

1. To find out the types of gambits spoken by the students on their EFL classroom communication.
2. To find out the functions of gambits spoken by the students on their EFL classroom communication.

D. The Significances of the Research

1. Theoretical significance

This research is expected to give English teachers or lecturers additional resources in developing the knowledge on the English gambit in EFL classroom.

2. Practical significance

The educators and the lecturers will get significant information of gambits that are used in the lecturing process and support them to create a type of natural situation of English communication among the students and also to

give additional resources in developing the knowledge of the English communication gambits on the classroom.

E. The Scope of the Research

According to Simon and Goes (2013) “the scope of the research refers to the parameters under which the research will be operating”. Therefore, the researcher will limited the accepted range of this research namely the use of gambits in EFL classroom in the teaching learning process (the lecturing process) at SembilanBelas November University especially to find out the types and functions of gambits which produced by the respondents. Furthermore, the respondents who would participate in this research were the fifth students’ semester in English department program at SembilanBelas November University in Kolaka.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses the theoretical analysis about the research topic which is gambit. There are several main sub chapters discuss, those are the previous research, the theoretical background and the framework of the research.

A. Previous Researches

There has been number of previous researches concerning about gambits. Gregory Taylor (2002) who conducted a research entitled “Teaching Gambits: The Effect of Instruction and Task Variation on the Use of Conversation Strategies by Intermediate Spanish Students”. She explains that gambits are words or phrases that facilitate the flow of conversation by giving the speaker time to organize his or her thoughts, maintain or relinquish the floor, expound on an argument, or specify the function of a particular utterance. This study, based in part on previous research by Wildner-Bassett (1984), examined (1) whether gambit use in Spanish can be taught effectively in the classroom, allowing the student to use gambits appropriately in unplanned speech; (2) how the type of interactional situation (a friendly discussion versus a complaint) affects the production of gambits; and (3) what types of gambits show the greatest increases in use for each interactional situation. Participants were intermediate students. A repeated measures design was used. Results suggest that students can be taught to use gambits effectively and appropriately in the classroom.

In addition, the nature of the interactional situation seemed to make a difference in the ability of the students to produce gambits in spontaneous interaction and in the types of gambits they produced.

“A comparative study about gambits used by English and non-English Department students” conducted by Endang Yuliani Rahayu (2006). She considered to find out what differences of gambits used by English and non-English Department students, which group used more gambits in their speech or communication, and what type of gambits which frequently used. In this research, there are several steps taken by the writer. They are recording, transcribing, identifying, describing, comparing, and the last is contrasting. The result of this study is show that the English Department students are used more various types of gambit: the opening, responding. Moreover, they also applied various gambits expression. The most frequently used gambits are ‘actually’, ‘OK’, ‘well’, ‘hmm’, ‘I think’, and ‘you know’.

Furthermore, a research entitled “An Analysis of Communication Gambits Produced by The Participants (Broadcaster and Caller) of English Interactive Program ‘Pro 2 English’ Time on RRI Semarang” conducted by Mukhoyyaroh (2010). She analyzed the gambit used by the participants of that program both the broadcaster and caller and try to find out the purpose of communication gambit which they are produced. The data analysis of Mukhoyyaroh’s research is descriptive analysis in the form of qualitative description and a bit of quantitative measurement to find what kinds of gambit mostly used. This research is carried out through six

activities. The activities began from recording, sorting, transcribing, sequencing, tabulating, and coding. She found that there are three kinds of communication gambits. Those are opening gambit (25%), linking gambit (28%) and responding gambit (47%).

Amir Nikmehr (2013), in his research entitled “Gambits in a New Light”, He examines the substance of a term, often heard but rarely explained, in the discussion of language teaching, namely gambits. More specially, the focus is to explore the inadequacies in the literature regarding gambits, in order to provide a more comprehensive understanding of the term. He argues that there may be more to gambits than merely strategies for communication. The conclusion by introducing a new classification based on the specificity of gambit use to aid its perception. It is hoped that in this light, a deeper understanding of gambits can be achieved, one which can ease the process of learning, leading to more independent and effective learners.

Azizeh Chalak and Zahra Norouzi (2014), in their research entitled “A Contrastive Analysis of English and Persian Native Speakers' Use of Gambits”. They find that gambits as one of these formulas, act as an opening remark and help speakers to maintain the smooth flow of an everyday communication. The lack of mastery of using gambits in maintaining the communication leads to breakdowns in speaking. They aim at comparing the use of different categories of gambits by native speakers of English and Persian. To achieve this end, a corpus of 40 hours from

Persian Native Speakers (PNSs) and English Native Speakers (ENSs) with an equal number of participants was selected through recordings of communications from different TV Channels. Chi-square test revealed significant differences between PNSs and ENSs regarding the occurrences of gambit categories. The findings of this research can have implications for language learners and practitioners in the field. The present research demonstrates to language learners the need for learning gambit expressions as elements to improve the quality of their speaking and also to use the language in meaningful interaction with others.

Next, Zohre G. Shooshtari, MehranMemari, Bitasadi (2015) “a comparative study of university and institute EFL Students’ use of gambits”. They explore that the activity of speaking is conducted spontaneously and there is not much time to preplan or even arrange the speech the speaker intends to deliver. It is also known that people speak in their own style. Gambits refer to the words or phrases facilitating the flow of conversation through giving the speaker time to organize his or her thoughts, maintain or relinquish the floor, or specify the function of a particular utterance. The purpose of this study is to compare and contrast the different categories of gambits and their functions as used by EFL learners. The participants of the present study consisted of two upper-intermediate groups of university students (USs) and language institutes students (LISs) who got engaged in the process of talk show sessions. To count the frequency of gambit tokens and identify their functions the recorded data were analyzed using Keller and Warner’s classification of conversational gambits.

The results of Chi-square test revealed a significant difference between UIUSs and UILISs based on the occurrences of gambit categories. Based on the study findings, it is suggested that EFL teachers encourage the students to use conversational gambits as they are involved in the speaking activities to be able to deliver their speech effectively.

The similarities between the previous researches above and the present research were using gambit as the field of research. Meanwhile, the difference between previous researches and present research are the present researches only explored the types and functions of gambits in EFL classroom. Besides, the differences also occur in the terms of subject of the research. The previous researches analyze the use of strategies in gambits, the similarities of gambits, and young learners' conversation but the present researches explored the use of gambits on the university students' communication in EFL classroom.

B. The Theoretical Background

1. Communication

According to Adler and Towne (1978) "all that ever has been accomplished by humans and all that ever will be accomplished involve communication with others". Weheba & Kader (2007) state that "communication in the teaching and learning process encourage students connect the concepts which they learn and apply the concept into their life". Lunenburg (2010) explain that "communication is the

process of transmitting information and common understanding from one person to another”. Furthermore, Dixon and O’Hara (2011) argue that “communication can be viewed as an active process, influenced by all the complexities and ambiguities of human behavior”.

Effective communication frequently results in friendships that were more meaningful, smoother and more rewarding relationships with people on and off the job, and increased ability to meet personal needs. Maslow (1970) suggests that “the capability to satisfy personal needs arises mainly from the ability to communicate”.

From those definitions above, it can be concluded that communication is the process to share the people’s expression about thought and feeling to the other people to get the information.

a. The Nature of Communication

Communication is an important part of human civilization and it is a means of cultural transformation. Widiati (2006) describes that “Communication using languages can be conducted in two ways: orally and in a written form”. In the context of language learning, it is commonly believed that to communicate in a written form (writing) is more difficult than orally (speaking), suggesting that writing is a more complex language skill than speaking. However, in reality, as Artini (1998) suggests “although the complexity of spoken and written languages differs, the differences do not reveal that one is easier than the other”. Unlike written language, spoken language

involves paralinguistic features such as timbre (breathy, creaky), voice qualities, tempo, loudness, facial and bodily gestures, as well as prosodic features such as intonation, pitch, stress, rhythm, and pausing. Thus, spoken language which employs variability and flexibility is in fact as complex as written language, meaning that each is complex in its own way. Additionally, the two means of language communication are equally important. It was speech, not writing, which serves as the natural means of communication between members of community (Byrne, 1980), both for the expression of thought and as a form of social behavior. Writing is a means of recording speech, in spite of its function as a medium of communication in its own right.

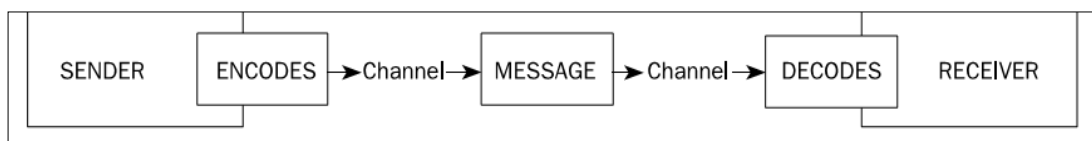
According to Harmer (1991) “there are three reasons why people communicate”. First, people communicate because they want to say something. As Harmer explained, the word want refers to intentional desire the speaker has in order to convey messages to other people. Simply stated, people speak because they just do not want to keep silent. Second, people communicate because they have some communicative purpose. By having some communicative purpose it means that the speakers want something to happen as a result of what they say. For example, they may express a request if they need a help from other people or they command if they want other people to do something. Thus, two things are important in communicating: the message they wish to convey and the effect they want it to have (Harmer, 2001). Finally, when people communicate, they select from their language store. The third

reason is the consequence of the desire to say something (first reason) and the purpose in conducting communicative activities (second reason). As they have language storage, they will select language expressions appropriate to get messages across to other people.

b. The Process of Communication

Adler and Towne (1978) describe that “communication as a process between at least two people that begins when one person wants to communicate with another”. Communication originates as mental images within a person who desires to convey those images to another. Mental images could include ideas, thoughts, pictures, and emotions. The person who wants to communicate is called the sender. To transfer an image to another person, the sender first must transpose or translate the images into symbols that receivers can understand. Symbols often are words but can be pictures, sounds, or sense information (e.g., touch or smell). Only through symbols could the mental images of a sender have meaning for others. The process of translating images into symbols is called *encoding*.

Table 2.1 Communication Model by Adler and Towne (1978)



c. How Communication Breaks Down

Jossey (1999) states that “If everyone were to have the same experiences, all messages would be encoded, transmitted, and decoded alike”. Symbols will have the same meanings for everyone, and all communication will be received as the senders intended. However, people differ in their personal histories, ways in which they experience things, and emotional responses, leading to differences in the ways in which communications are encoded, transmitted, received, and understood. Different people attach different meanings to the words, pictures, sounds, and gestures used during communication.

2. Gambits in Communication

a. Definitions of Gambits

Keller (1988) states that “gambit is kind of expression or routine formula as a set of signals in language”. It shows what kind of words or phrases the speaker is going to say next, or to signal the social relationship between the people who are speaking. Dewantoro (2013), argue that ‘Gambit also supports the subjects of our communication or as the oil in the communication that keeps the communication running smoothly’.

Keller (1988) defines gambits “as a certain set of signals in the conversationalist speech, used to introduce level shifts within the communication or to prepare listeners for the next turn in the logical argument”. Hornby (1995) states

that “gambits are the opening move in any situation that is calculated to gain an advantages”. Gambits can make spoken English more natural and make it easier for foreign language learners to carry on a communication. Coulmas (1981) “Another function is to give the speaker time to find words for his idea and they also act as fillers”.

Pohaker (1998) states that “ gambits and routine formulae deserved attention on foreign language teaching, apart from distinguishing an eloquent speaker”. He also added “the acquisition of gambits might be of advantage to any foreign language learner: A speaker who knows how to use them skillfully may gain time to think of what to say next”. Although routine formulae did not convey a lot of information, they help to give the impression of greater fluency than was actually there. Furthermore, the use formulaic language signals that the speaker is a cooperative member of the conversational group (Coulmas, 1981).

It is important that every time gambits is available in the daily communication not only in order to support the naturalness but also to make the communication meaningful and easy to understand. Moreover, it is very helpful to construct an expressive and smooth communication and by using gambits.

b. Operational Definitions

Based on the definition above, the researcher agrees with the definitions and statements from all researchers but the researcher only take the definitions and statement

are consistent with the objectives of the research. Therefore, the researcher wants to make a definition that “gambit is word or phrase or expression which help people to know how to start a communication, give comment or respond, and also how to find the conclusion in communication”.

c. Types of Gambits

Obviously, gambits are expressions that usually precede the speech. Definitely the forms of gambit are short words or single words, phrases and clauses. In general, gambit functions as an introduction to certain topics, therefore the listeners become ready to receive the information. By applying gambit in speech, the communication being made sounds more natural (Keller, 1988).

According to Keller (1988), gambits are ritualized, idiomatic expressions which are used to establish, maintain and end a communication. Furthermore, he finds the other types of gambits and he classifies gambits into three categories: opening, linking, and responding gambit is the following:

Opening gambits

This type of gambits is used to introduce ideas to the communication or even during the communication. Keller (1998), state that ‘Opening gambit helps us to introduce ideas into the communication’. It was used to lead into something that we have on our mind because the beginning of a communication was usually the most difficult part for

most people. This kind of gambit is needed to start a communication. Opening gambits are used not only to start a communication, but also to introduce new opinions during a communication or the speakers may want to add a small piece of information. Furthermore, there were several classifications in opening gambits (Keller, 1998), such as:

1) Asking for Information

The gambits' expressions:

Do you know...?, Could you tell me...?, Could you find out...?, Could I ask...?, Do you happen to know...?, I'd like to know..., I'm interested in...

2) Breaking in

The gambits' expressions:

Excuse me, ..., Sorry..., Excuse me for interrupting, but..., May I interrupt for a moment?, ..., please!, Certainly...

3) Interrupting

The gambits' expressions:

Anyway..., In any case..., To get back to what I was saying..., Where was I..., I'd like to comment on that..., Sorry, but..., Excuse me for interrupting..., Can I add something...?, Can I add here that..., I'd like to comment on that..., Can I say something?, I'd like to say something if I may..., Can I ask a question?, May I ask something?

4) Getting information on the phone

The gambits' expressions:

I'm calling to find out..., I'd like to ask..., Could you tell me...?, I'm calling about..., I was wondering if you could tell me..., I'd like to talk to somebody about..., I wonder if you could help me...?

5) *Action in order*

The gambits' expressions:

First of all..., Then..., Next..., After that..., Finally... , Make sure you..., Be careful not to... , Remember to..., Don't forget to...

6) *Telling a story*

The gambits' expressions:

To begin with..., First of all..., First..., Then..., After that..., So, ..., So, then..., At the end..., Finally...

7) *Listing excuses*

The gambits' expressions:

First of all..., Secondly..., The main reason is..., The other reason..., Another reason is..., Besides that..., And on top of that..., And finally...

8) *The main thing*

The gambits' expressions:

First of all..., The main thing is..., The most important thing is...

9) *The main trouble*

The gambits' expressions:

The main problem is..., The problem is..., The real problem is..., The point is...

10) *A Surprising fact*

The gambits' expressions:

Believe it or not..., Surprisingly, ...,Normally...

11) *Surprising news*

The gambits' expressions:

Guess what!, Surprise!

12) An unpleasant thought

The gambits' expressions:

Actually,..., The only thing is..., To tell you the truth, ..., To be honest, ..., Frankly, ...

13) The hidden truth

The gambits' expressions:

Frankly, i doubt if..., let's face it..., the catch is..., the truth of the matter is..., the real question is..., come on now..., let's be realistic...

14) Changing the subject

The gambits' expressions:

By the way..., oh, before i forgot..., that's reminds me..., talking of...

15) Current affairs

The gambits' expressions:

I think, ..., It's my opinion, ..., I'm pretty sure, ..., I suppose..., I suspect that..., I'm fairly certain..., I'm convinced that..., It's my opinion that..., I'm pretty sure that..., I wonder if...

16) Guessing

The gambits' expressions:

Perhaps it's..., I think it's..., It looks like..., It's difficult to say, but I'd guess..., I'd say..., Could it be...

17) A conviction

The gambits' expressions:

I honestly feel that..., I strongly believe that..., I'm convinced that..., Without doubt..., I'm positive..., I'm absolutely certain that...

18) *Personal opinion*

The gambits' expressions:

In my opinion..., to my mind..., I personally believe..., I personally think..., Not everyone will agree with me, but...

19) *How something affects you*

The gambits' expressions:

In my opinion..., Well, personally..., In my case..., From my point of view, ..., If I had my way..., What I'm more concerned with is...

20) *Sharing a confident*

The gambits' expressions:

Have you heard...?, I've heard..., They say..., Just between you and me, ..., I heard on the grapevine..., Maybe I shouldn't say this, but..., This shouldn't be passed around, but..., Why don't you..., You could always..., Perhaps you could..., would be to... , If I were you..., What about...-ing?, Try...ing?, How I get the ...

21) *Offering a suggestion*

The gambits' expressions:

Why not...?, Perhaps you could..., I have an idea..., Let's..., Have you thought about...?

22) *The great escape*

The gambits' expressions:

Our plan is..., We're thinking of..., What we have in mind is..., What we plan to do is..., I'll tell you what we'll do..., What about this for an idea, ...

23) *Plan and counterplan*

The gambits' expressions:

How about...?, Why not...?, Why don't you...?, If I were you, I would..., Try...ing?

Linking gambit

This type of gambits is used to make the listeners become more prepared to the speakers next opinion, argument or view. In conversation, the speakers could not only talk about the same topic for a short time. They must move in a different direction, or give someone else a chance. Linking gambits are used to tie what has just been said. If they wanted to link into a conversation, they need this kind of gambits. The classifications of linking gambits:

1) Think about problem

The gambits' expressions:

In case like this..., In a situation like this..., In this sort of situation.., I see..

2) Emphasizing a point

The gambits' expressions:

That's just the point..., But the question is..., But the real question is... , This raises the problem of..., But can't you see...

3) Adding things

The gambits expression:

To start with..., And another thing..., What's more..., Just a small point..., Perhaps I should mention..., Oh, I almost forgot...

4) Give a reason

The gambits expression:

Also..., In addition..., Not only that, but..., And besides..., And another thing..., Not to mention the fact that..., Plus the fact that..., Not only that, but..., Because...

5) Have you got a good reason?

The gambits expression:

Starting: The reason why..., that is why..., for this reason...

Continuing: Because of that..., that's the reason why...

6) *Thinking ahead*

The gambits expression:

If..., If I ever..., When..., Whenever..., As soon as..., By the time...Unless...

7) *Correcting yourself*

The gambits' expressions:

What I mean is..., What I meant was..., Let me put it another way..., What I'm saying is..., What I'm trying to say is..., Don't misunderstand me..., If I said that, I didn't mean to..., Let me rephrase what I just said.

8) *Putting the record straight*

The gambits' expressions:

That's not what I said at all..., I have no idea who told you that..., Goodness, where did you get that idea from?, I'm afraid that just isn't true..., The fact of that matter is..., Look, let's get this straight, ...

9) *Popular misconception*

The gambits' expressions:

Introducing: Many people think..., Some people say..., You've probably heard, that..., It may seem...

Linking: But in fact, ..., but actually, ..., The truth of the matter is...

10) *We take it for granted*

The gambits' expressions:

Many people think that..., It looks like..., It seems as if..., We take it for granted..., But actually..., At first glance, it looks as if..., But in fact, ..., In reality, ..., The fact of the matter is...

11) Saying no tactfully

The gambits' expressions:

Saying no: It's not my idea of..., I can't stand..., I'm not keen on..., I'm not particularly like..., I'd rather not...

A preference: I'd prefer..., I'd really much rather..., I'd rather...

12) Demanding explanation

The gambits' expressions:

Why is that...?, How come...?, Does this mean...?, Can you explain why...?, I don't understand why...?, Do you mean to say...?

13) Expressing your reservation

The gambits' expressions:

Yes, but..., I doubt..., But the problem is..., Possibly, but..., I'm afraid..., Yes, but the problem is..., What I'm worried about is..., What bothers me..., I don't see how...

14) Taking into consideration

The gambits' expressions:

Considering..., Bearing in mind..., if you remember..., Allowing for the fact that..., When you consider that...

15) Responding to a compliment

The gambits' expressions:

Oh, thank you very much..., that's very kind of you..., Do you really think so?

16) Argument and counter argument

The gambits' expressions:

Yes, but..., Yes, but I don't forget... , That would be great, except..., That's a good idea...

17) *Seeing the good side*

The gambits' expressions:

OK, but..., Anyway..., But in the long run..., Very true, but..., To make up for it..., Even so..., Actually..., Look at this way..., On the other hand...

18) *Generalizing*

The gambits' expressions:

Generalizing: Usually..., Generally..., As a rule...

Frequent: Most of the time..., Again and again..., Time and again...

Less frequent: Every so often..., From time to time..., Every now and then...

19) *Exception*

The gambits' expressions:

There are conceptions, of course..., One exception is..., But what about...?, But don't forget..., Let's not forget...

20) *The generalization*

The gambits' expressions:

In general, ..., Generally speaking, ..., As a rule, ..., By and large, ..., In my experience, ...

21) *Illustrating your points*

The gambits' expressions:

For example..., For instance..., Take that way..., Take for example..., For one thing..., To give you an idea..., Look at that way..., By the way of illustration...

22) *Hesitation phrases*

The gambits' expressions:

Well, um..., Well, let's see..., mmm, I'll have to think about that...

Restating: So, what you're saying is..., So, what you really saying is..., In other words..., If I understand you correctly..., So you mean that...

23) *Finish your story*

The gambits' expressions:

So..., So in short..., So in the end, ..., To cut a long story..., All in all, ..., etc.

Responding gambits

These gambits are used to give respond to the other speaker. They are used to give the speakers' conversational partner some feedback about what the speaker is saying. The gambits in this section allow the speakers to agree or disagree at different level. In this part, Respond gambits had divided into several classifications, there were:

1) *Right or wrong*

The gambits' expressions:

Correct: That's correct..., Right..., OK..., Yes, exactly...

Wrong: No, I'm afraid not..., Not quite... You're close..., I don't know..., I'm not sure...

2) *Crowd reaction*

The gambits' expressions:

Agreeing: Hear! Hear!, You're absolutely right!, You said it!, I agree!, So do I!, Either can I!

Disagreeing: That's just not true!, Oh, come on!, Rubbish!, Don't give us that!

3) *Getting to know someone*

The gambits' expressions:

Agreeing: That's very true..., I agree with you there..., Yes, I know exactly what, you mean.

Disagreeing: Yes, but don't you think..., Yes, but in the other hand...

4) *Can I help you?*

The gambits' expressions:

I'm afraid I don't know..., I'm afraid can't decide..., I'm afraid I can't made up my mind, I will have to think about it, I'm not really sure, I think I'll leave it, thank you.

5) *The love best*

The gambits' expressions:

Strong agreement: Of course I would..., I certainly would...

Mild agreement: I think I would..., I might...,I might consider it. I think so.

Indecision: I don't know, I can't decide, I can't made up my mind, I'm not sure.

Mild disagreement: Probably not, I don't think so, I doubt it.

Strong disagreement: Never in million years, Not on your life!,Not even if you paid me!

6) *I haven't a clue*

The gambits' expressions:

I'm afraid I don't know, I'm sorry I don't know, I haven't a clue, I couldn't tell you, I'm not sure, Oh, it slipped my mind, I've forgotten, It's not good, I can't remember.

7) *It serves you right*

The gambits' expressions:

It serves you right, It's your own fault, What did you expect?,Perhaps that I'll teach you.

8) *Being Sympathetic*

The gambits' expressions:

Surprised news: Oh no!, What a pity!, What a shame!, What a nuisance!

Very sad news: How awful!, How terrible!, I'm really sorry to hear that, That must be awful!, Poor you.

9) *The interview*

The gambits' expressions:

Well, let me see, Well, let me think, I'll have to think about that, That's a good question, How shall I put it?, Let's put this way, The best way I can answer that is..., Mm, that's a difficult question.

10) *Showing Interest*

The gambits' expressions:

Right, OK, Yes?, And?, Really?, And then?

Auxiliaries: Did you?, Have you? Are you? Were you? Was it?, Have you?, Are you?, Were you?, Was it?

11) *Repetition*

The gambits' expressions:

Would you mind repeating that?, Sorry, I didn't catch the last part, Sorry, you have lost me, Sorry, I don't follow you, What was that again?, Are you with me?, Are you still with me?, Is that clear?, OK so far?, Have you got it?, Do you understand so far?.

12) *Communication Problems*

The gambits' expressions:

Sorry, what did you say?, Sorry?, I didn't get the bit about..., I'm sorry, I can't hear you, It's very bad line, Would you mind saying that again?, Could you repeat, you address, please?, Could you spell it, please?

13) *Accepting a Compliment*

The gambits' expressions:

Oh, thank you, That's very kind of you, It's very kind of you say that, Do you really think so?. Thanks, I needed that. You've made my day.

d. The Purpose of Gambits

In general, gambits' purpose as introducer to certain topics, more specifically the purposes of gambits can stated as follows (Keller, 1988)

Semantic Introducer

As semantic introducer, gambits indicate the general frame of the topic which was about to be broached in the communication. In detail, a topic could for instance be framed in terms of personal opinion. For examples: 'many people think', 'in my opinion', 'the real question is', and 'it's my opinion'.

Signaling the Participants' Social Context in Communication

Gambits signal the participants' context. Obviously, gambits could be used to signal a wish to end the communication. Gambits might also signal person's state of consciousness. The listener, for example, may say: 'Yes?' or 'Yes', 'I'm listening!' and the function indicated their readiness to listen to the following information.

Communication Control

The function of gambit as a communication control may be indicated by saying: 'you know', or 'you see'. It was used to find out whether the interlocutor understands statement being spoken.

Purpose of Assuring

Gambits might also be functioned to assure the listener. This could be done by saying: 'are you with me?' or even saying: 'is it clear?' This was important in communication since the speaker would really know the listener really understands the information that he had just stated.

Filler or Avoiding Speech Pause

Communication was always spontaneous, people in this activity try to speak fluently and give information clearly, on the other hand when they have forgotten their idea they need to apply gambit as filler or to avoid pause in their communication. The examples: 'well' and 'umm'.

Hearer Supportive Devices

Gambit could function as hearer supportive devices which are proposed by the hearer to show his interest. The examples are: 'really!', 'oh', and 'indeed'.

Discourse Lubricant

This means that the speaker might use gambits to maintain smooth flow of an ongoing talk. This function of gambits applied when the speakers need time to formulate his thought and react toward the other speaker's idea. The examples are: 'you know', 'er', 'I mean', and 'the most important thing is'.

Gambits could either fulfill only one of these functions or combine various strategies. The marked expression 'I'd like to add something to that', for instance, would thus determine the semantic frame of subject expansion and the social context of turn claiming at the same time. In any situation, factors such as the appropriate degree of politeness and the size of the audience also account for the precise surface structure that gambits take.

3. Speech Functions in Communication

When people constructed a communication, they generally make dialogue and at the semantic level they could find that there were rich and varied speech functions in their utterance such as informing, asserting, claiming, rejecting, denying, commanding, insisting, requesting, suggesting. These semantic features were realized by the grammatical system of mood, which categories include indicative and imperative. (Halliday, 1994) explain that "people call it as proposition for the information being exchanged but a proposal is the name for goods and service being exchanged". When people make dialogue, it means that, it is a process of exchange involving two variables speech role and speech function in an exchange and the commodities are being exchanged.

Furthermore, Halliday (1997) points out that "when people use language to interact, one of the things they are doing is establishing relationship: between the people who is speaking now and next". According to Pearson (1975) "Speech communication

involves the ability to understand and be understood". Communication gets you hired, makes your ideas more powerful, and allows you to change this world for the better. Becoming a better speaker involves learning to get your ideas across to others in an easy-to-understand, interesting way.

Communication is a natural, it is an amazing process. Communication is similar to Bluetooth wireless technology between the speaker and the receiver of a message. If the message is passed without any interference, the receiver imagines a fairly similar red leather chair to the one that was described.

C. Conceptual Framework

This framework begins with EFL classroom where the students' communication occurs in this place during teaching and learning process. The researcher observes the gambits produce by the students. According to Keller and Warner (1988) state that "there are 23 functions of opening gambits, 23 functions of linking gambits, and 13 functions of responding gambits". In this case, the types and functions of the gambits will be explored based on students' communication in the EFL classroom.

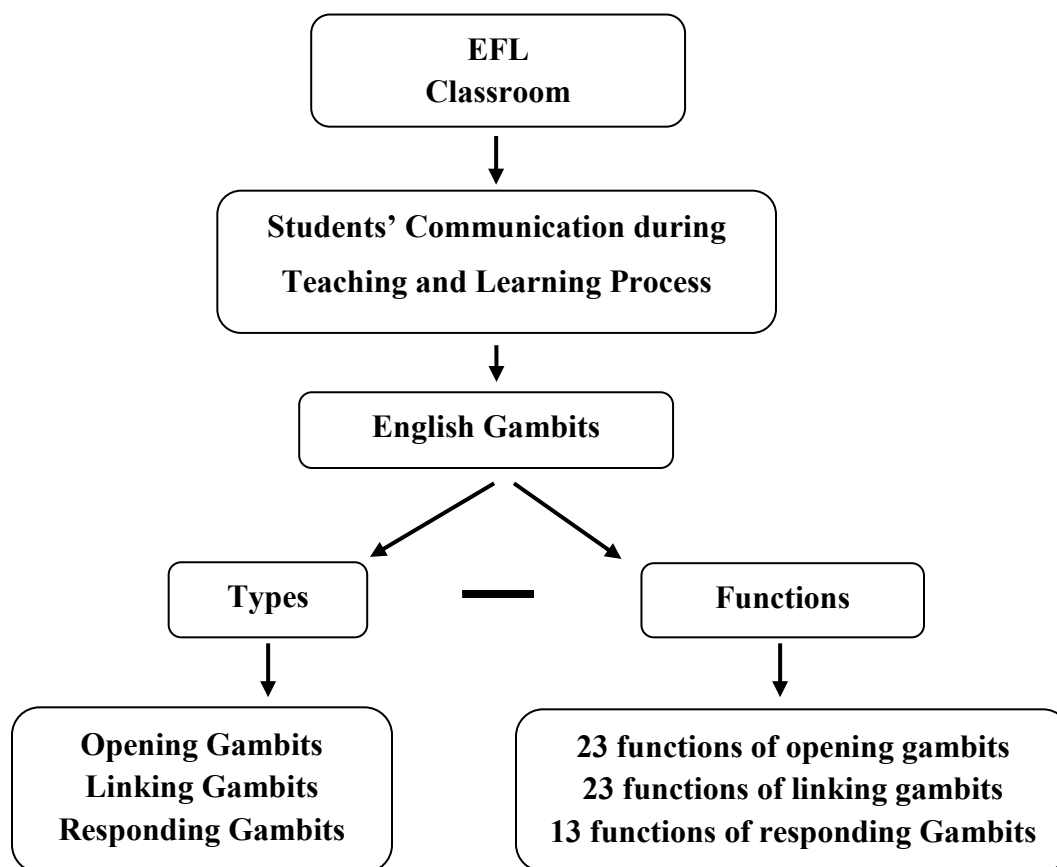


Figure 2.1. Conceptual Framework

CHAPTER III

METHODS OF THE RESEARCH

This chapter presents the design of the research, participants of the research, instrument of the research then it explains about procedures of collecting data and the information about technique of data analysis.

A. Design of the Research

Griffin (2004) claims that “qualitative research can focus on the operational of social processes in greater depth”. Creswell (2009) states that “qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem”. He also added that “the researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting”.

Therefore, qualitative method will be used in this research highlight discourse analysis since the researcher will explore the gambits used by the university students in the classroom, and examine what types and functions of gambits uttered by the students. The explanation of the research results would be made in the form of descriptive so the readers will obtain complete information.

B. Participants of the Research

Morse (1991) explains that “when obtaining a purposeful sample, the researcher selects a participant according to the needs of the study”. In this case, the participants of the research are the Fifth semester students of English department program in Sembilanbelas November University of Kolaka. The fifth semester students consist of two classes, A class and B class. The researcher would take one class of them. In addition, B class will be the participants of the research which consists of 31 students.

The researcher would observe and investigate deeply all the communication done by the students during the lecturing process in this class during the period of the research. In addition, the students of this class is selected as research participants because based on the preliminary research was conducted by researcher and the other reason, this class also recommended by the lecturers to be explored since they consider that the students of this class could produce English speaking better than the other classes.

C. Instrument of the Research

In this research, there were several instruments will be employed to support this research. They are as follows:

1. Video recorder

Recording was the first step. The researcher would collect the data through observing and recording process and then transcribe them in the form of transcription. According to Mondada (2009) “Conversation analysts have clearly defined transcription

as situated practice'. Furthermore, transcription to probe the students' conversation in EFL class will be the instruments used in this research.

2. Observation Check List

To count the functions and utterance containing conversation gambit easily and appropriately, the data (the types and the functions of conversation gambit) would be classified in observation check list. The use of observation check list is to make the data classification in order to obtain the types and the functions of gambit. The following is the outline of the observation check list:

Tabel 3.1 Observation check list by Dewantoro (2013)

No	Utterance	Types of Gambits			Functions
		O	L	R	
Total					

The researcher would classify what types and functions of gambits occur based on the data take from the observation check list. From the observation check list will be known what gambits are frequently used by the participants. The utterances containing gambits are take out from the transcription. The form of observation check list can be seen in appendix 2.

D. Technique of Data Collection

Dealing with the form of data namely conversational data, the researcher will do some steps in collecting the data. They are as follows:

1. Observing and recording the use of gambits by students in the class

At first, the researcher would find the information of the class schedule. Then, the observation time can be determined. The observation would be conducted during the lecturing process. In this situation, the researcher would observe all the students' utterances. The researcher would also use the audio or video recorder to support the observation until the best outcomes can be gained optimally. The number of observation meetings would not be determined. However, it would be situated by the researcher. It means that the observation meetings would be ended if the collected data have been saturated. Furthermore, the gambits which would be produced by students, it would be classified through observation checklist.

2. Transcribing the utterances of the students from the lecturing process.

If data has recorded using technical media, their transcription was a fundamental stage on the way to their interpretation (Flick: 2009). Therefore, the data of utterances collected from the observation would be transcribed in the form of transcriptions. This stage was conducted to facilitate the researcher to analyze the types and functions of gambits uttered by the students during the lecturing process in EFL classroom.

E. Technique of Data Analysis

Miles and Huberman (2014) developed a model of data analysis (Figure 2) that assists the researcher by providing a visual reference as to how data can be tackled.

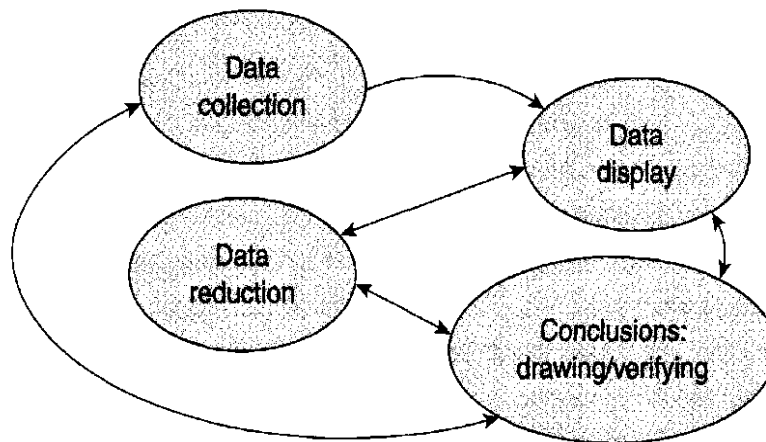


Figure 3.1 Developed model of data analysis by Miles and Huberman (2014)

This model presents analysis as a continuous, interactive process involving four phases that constantly impact upon each other and are carried out simultaneously. These four phases will be integral to this study and their application is outlined as follows:

Data collection refers to data of this research will be collected to find out the types and the functions of gambits in teaching and learning process. Data collection will be acquired from video recorder and observation.

Data reduction refers to the process of selecting, focusing, elaborating, abstracting, and transforming the data that show in transcription. In this point, the students'

communication in EFL class during the lecturing process would be selected by the researcher in the form of transcription.

Data display refers to organizing and compressing assembly of information that leads conclusion drawing and actions. Therefore, the researcher would classify and group the selected conversation then it will be analyzed and stated in the form of sentences.

Conclusions were also verified as the analyst proceeds. Verification might be as brief as fleeting second thought crossing the analyst mind during writing. In this final stage, the researcher would draw conclusion based on the result of the previous stages.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of findings and discussion of the research. The findings expose the result of the research while the discussion presents the explanation of the findings.

A. Findings

The findings reveal the data that the researcher obtained through classroom video recordings. The findings in this research provide the types, and the functions of gambits uttered by EFL students in lecturing process. There are three classifications: opening gambit, linking gambit and responding gambit. Classroom observation was conducted in the 5th semester especially for speaking class at SembilanBelas November University.

The researcher spent for about one month to collect the data in order to get a conversation as natural as possible. In doing so, the researcher had to follow the students' schedule. The researcher recorded the whole process of teaching and learning activities in the classroom and also the researcher gave group task for the students. The data were analyzed based on the appearance of gambits in lecturing process.

1. Data Analysis

a. Opening Gambits

Opening gambit is the first gambit which used to introduce opinion or statement into the conversation. Opening gambit was emphasized to get the addressee to do something such as asking for information, interrupting, breaking in, personal opinion, and etc.

➤ Asking for Information

Extract 1.a

S	: We can get all but <i>what do you think</i> about there are many beggar in the fact they don't have a family but they can be a star in the world, there are many the fact like maybe how to say "pengamen" they don't have family they just life alone but they can be start in the world. Its mean that the family is not important in our life
---	--

Analysis of extract 1.a

Based on the extract above, one of the students' uttered one of the types in gambits, it was asking for information (*What do you think...*). In this case, the student asked another student because he wanted to get information about the opinion or statement. The form was also uttered for many times on the students' conversation during the lecturing process, but they were uttered in different context, such as '*...What do you do...*', '*... How do you think...*'etc. The gambit was uttered by the

student in the form of Interrogative. It means that, the students need more explanation about the topic. All the utterances can be seen completely in appendix 2.

Extract 1.b

S	: <i>I want to know</i> about your opinion, what do you do, if love disappointed you?
---	--

Analysis of extract 1.b

In the extract 1.b, it contains using opening gambit implied in one utterance. It was asking for information (***I want to know***). In this case, he needs explanation from other group about their topic. It means that, he asked the information about it. Furthermore, the form of this question was different from the previous extract. It was a declarative form. The complete analysis result can be seen in appendix 2.

➤ Breaking In

Extract 2

S	: No, <i>you say that</i> if you love English department you will choose English department right, you will choose English department you will your love job or loving education
---	---

Analysis of extract 2

In the extract 2, it contains using opening gambit implied in one utterance. It was breaking in (***You say that***). In this case, he gave new explanation about the topic. It means that, he asked the information about it. Furthermore, the form of this

gambit was different from the previous extract. It was a declarative form. The complete analysis result can be seen in appendix 2.

➤ Interrupting

Extract 3

S	: <i>addition please</i> ..!Okay with love everyone can be our family for example my classmate class B they are not my family but we love each other they become my family right now so that's why so if you think family is so important ... is no love in it so that even in family love is always become the most important thing.
---	---

Analysis of extract 3

Based on the extract 3, it can be seen that the student was interrupt when another students explained about their statement because the student wanted to clarify about the statement. He wanted to make the between the previous statement from another student and the new statement from his friend in same group. Furthermore, the gambit was uttered in declarative form. It can be seen in the appendix 2.

➤ Act in Order

Extract 4

S	: <i>Then</i> you can buy with money? What can you get your clothes, now I ask you why how you can get your drums?
---	--

Analysis of extract 4

Based on the extract 4, it can be seen that the student was give explanation to another students but the other students gave comment and asking back about to get

more information and opinion about the topic. Furthermore, the gambit was uttered in declarative form. It can be seen in the appendix 2.

➤ **Telling the Story**

Extract 5

S	: We need money, we need education, we need job, we need family but we talk about the most important <i>so</i> the most important between the goals is love
---	---

Analysis of extract 5

In the extract 5, it contains using opening gambit implied in one utterance. It was telling the story (*so*). In this situation, the function of gambit was explain more about the topic or make it clear until another students understand with her statement. The form of gambit was declarative form. The complete analysis result can be seen in appendix 2.

➤ **The Main Thing**

Extract 6

S	: I means I love because English is <i>very -very important</i> to me so that is why love is <i>very important</i>
---	--

Analysis of extract 6

From the extract, it can be revealed that one of the functions in gambits was the main thing (*very-very important* and *very important*). In this case, the student wanted to show the main points of his statement and explain it to another student.

Additionally, the form of the gambit when it was uttered was in the form of declarative. The complete analysis result can be seen in appendix 2.

➤ **The Surprising fact**

Extract 7

S	: If you say like that the love is most important so <i>the fact</i> there are so many people suicide...you know suicide “bunuh diri” because love they broken heart because of love okay, what about that
---	---

Analysis of extract 7

From the extract, it can be revealed that one of the functions in gambits was the surprising fact (***the fact***). In this case, the student gave the statement about the real condition of the topic. The form was uttered for many times by the students in EFL classroom in different sentences and contexts such as ‘... ***the reality...***, ***is a fact***, ... ***it a real fact*** ...’. etc. Additionally, the form of the gambit when it was uttered was in the form of declarative. The complete analysis result can be seen in appendix 2.

➤ **Personal opinion**

Extract 8

S	: I must meluruskan to make it be clear between family and love <i>My opinion is</i> the family must be there but family without love <i>I think</i> family teach you about love
---	--

Analysis of extract 8

In the extract 8, it contains using opening gambit implied in one utterance. It was personal opinion (*My opinion* and *I think*). In this situation, the student tried to explain or gave his statement to other student. He use “*My opinion*” to express his opinion about the topics and he use “*I think*” because he wanted make it clear his statement. Furthermore, the form was uttered in this point was declarative. The result can be seen in appendix 2.

Dealing with the situation or context in extract 1 to 8, the functions of gambits uttered by the students in EFL classroom communication was asking for information, breaking in, interrupting, act in order, telling the story, the surprising fact, the main thing, and personal opinion. In this case, extract 1.a and 1.b were different because extract 1.a use Interrogative and extract 1.b use declarative form. It can be seen in Table 1.

Table 4.1 Data Display of extract 1.a, 1.b, 2, 3, 4, 5, 6, 7 and 8

Types	Functions	Extracts	Utterances	Forms
Opening Gambits	Asking for Information	1.a	What do you think	Interrogative
	Asking for Information	1.b	I want to know	Declarative
	Breaking in	2	you say that	Declarative
	Interrupting	3	You say that	Declarative
	Act in order	4	Then	Declarative
	Telling the story	5	So	Declarative
	The main thing	6	Very-very important	Declarative

			Very Important	
	Surprising the fact	7	The fact	Declarative
	Personal Opinion	8	My opinion I think	Declarative

b. Linking Gambits

Sometimes when we make a conversation or communication with the people, our communications not only talk about same topic but we need to change our topic or give the people chance to speak. In other words, the main purpose to using linking gambits is that the listener will be more prepare for our argument or view and give feedback based on our argument.

➤ Thinking about problem

Extract 9

S	: Sorry, interruption, <i>in a situation like this</i> you say that money is everything money can buy everything for example you don't have family you can buy family by your money.
---	--

Analysis of extract 9

The extract above reveals the function of gambit that students use in the communication. It was thinking about problem (*in a situation like this*). In this point, the student explained about the real problem and also gave illustration to make it clear with the topic. The form was also uttered by the students' conversation during the lecturing process, but they were uttered in different context, such as "*Addition, in*

case like this ...”, in this case, the gambit was uttered in the form of declarative. The analysis result can be seen in appendix 2.

➤ **Emphasizing a point**

Extract 10

S	: We can get all but what do you think about there are many beggar in the fact they don't have a family but they can be a star in the world, there are many the fact like maybe how to say “pengamen” they don't have family they just life alone but they can be start in the world. <i>It means that</i> the family is not important in our life
---	---

Analysis of extract 10

The extract above reveals the function of gambit that students use in their communication. It was emphasizing a point (***It means that***), in this point, the student emphasized her statement until the other student knew about the topic. In this case, the gambit was uttered in the form of declarative. The analysis result can be seen in appendix 2.

➤ **Give a reason**

Extract 11

S	: For the first and the second group you choose education and job <i>because</i> love for example you choose the lawyer its means you love the lawyer and education you choose English department because you love English department so the things is love
---	--

Analysis of extract 11

In the extract 11, it showed that one of the students explain why his group choose different with the other groups and he gave a reason about it, in this case, gambit had a function to give a reason (*because*). The form was also uttered by the students' conversation during the lecturing process, but they were uttered in different context, such as "*That's way*". the gambits was uttered by student in the form of declarative. Furthermore, it can be seen in appendix 2.

➤ Thinking ahead

Extract 12

S	: Is not because love there is no relation between love it just the one make you disappointed is not because love <i>if</i> them like you they don't make you disappointed
---	--

Analysis of extract 12

Based on the extract above, there was the function of gambit that students use in the communication. It was thinking ahead (*If*), before the student gave the statement, sometimes they need to think first what they want to saying. Therefore, the gambit was uttered in form of declarative. This form of gambit was uttered in different sentences by the students during the lecturing process in EFL class as seen in the following utterances: "*I mean when you get disappointed from one, maybe your...*", etc. It can be seen in the appendix 2.

➤ Correcting yourself

Extract 13

S : ..., *I mean* when you get disappointed from one maybe your

Analysis of extract 13

In the extract 13, one of the functions of gambit was correcting yourself (*I mean*). In this case, the student had mistaken when he gave opinion or gave the question, so he repeat his statement until other student understood what he want. Furthermore, the form of this gambit was declarative. The result can be seen in appendix 2.

➤ Demanding explanation

Extract 14

S : Okay, actually love is not wrong but the people is wrong *how to manage, how to arrange*

Analysis of extract 14

The extract 14 revealed the functions of gambits that students use in the communication. It was demanding explanation (*how to manage* and *how to arrange*). In this situation, one of the students asked the other student to give more explanation or opinion about the topic. The form of this gambit as the interrogative, it can be seen in appendix 2.

➤ Argument and counter argument

Extract 15

S : *but when* love make disappointed what do you do?

Analysis of extract 15

Based on the extract above, the functions of gambits used by the student in their communication was counter argument (*but when*). In this case, the student gave a comment to other student about her explanation. He wanted to know more opinion about the topic. The form of this gambit was declarative. It can be seen in the appendix 2.

➤ Seeing the good side

Extract 16

S	: Okay, <i>actually</i> love is not wrong but the people is wrong how to manage how to arrange
---	--

Analysis of extract 16

The extract above reveals the functions of gambits that students use in the communication. There was seeing the good side (*actually*). In this situation, the student tried to look the good side in the opinion, he wanted to make the statement was acceptance but he need more addition about the topic. Therefore the gambit was use in this form was declarative. It can be seen in appendix 2.

➤ Illustrating your point

Extract 17

S	: "... can be our family <i>for example</i> my classmate class B they are not my family but because we love each other they become my family right now so that's why so if you think family is so important, ..."
---	---

Analysis of extract 17

Based on the extract above, it showed that when the students wanted to make an example, he tried to give illustration about the topic, one of the functions of gambit was illustrating your point (*For example*). It would make the opinion or statement from the student was easy to understand. The form of this gambit was declarative. The result of analysis can be seen in appendix 2.

➤ Hesitation phrase

Extract 18

S	: It means that right love is <i>aaaaa</i>
---	--

Analysis of extract 18

Based on the extract above, it showed that the student explained his statement but he didnot understand with the topic, so he doubt or make hesitation about the problem to make an example. The form was uttered by the students in EFL classroom in different sentences and contexts such as “*hmmm*”. The form of this gambit was declarative. The result of analysis can be seen in appendix 2.

➤ Finish your story

Extract 19

S	: Okay, the <i>conclusion</i> family the most important for finding a job , money because by family education you can get and you can get the first love and the magic you can ...”
---	---

Analysis of extract 19

The extract above reveals the functions of gambits that students use in the communication. It was finishing your story (**Conclusion**). The student used it to conclude or finish his opinion or statement, he need to found the main opinion based on the topic. The form of this gambit was declarative. It can be seen in appendix 2.

In relation with the context in extract 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 19 about linking gambits, the functions of gambit uttered by the students in EFL classroom communication was thinking about problem, emphasizing the point, give the reason, thinking ahead, correct yourself, demanding explanation, argument and counter argument, seeing the good side, illustrating the point, hesitation phrase and finish your story.

Table 4.2 Data Display of extract 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 19

Types	Functions	Extracts	Utterances	Forms
Linking Gambits	Thinking about problem	9	In a situation like this	Declarative
	emphasizing the point	10	It means that	Declarative
	giving the reason	11	Because	Declarative
	thinking ahead	12	If	Declarative
	correct yourself	13	I mean	Declarative
	demanding explanation	14	How to manage How to arrange	Interrogative
	argument and counter argument	15	But when	Declarative
	seeing the good side	16	Actually	Declarative
	illustrating the point	17	For example	Declarative
	Hesitation phrase	18	aaa	Declarative
	finish your story	19	Conclusion	Declarative

c. Responding Gambits

In communication, we expect the people can give respond and comment about the topic because succesful communication depend on how the people respond what other people say. Responding gambits are used to give the respond and comment in communication and also it makes the communiacation very enjoyable.

➤ **Right or Wrong**

Extract 20.a

S2	: "... Okay! , with love everyone can be our family for example my classmate class B they are not my family but because we love each other they become my family right now so that's why so if you think family is ..."
----	--

Analysis of extract 20.a

Based on the extract above, it showed that gambits had a function to make differences between how to use good opinion or accept the statement and how to refuse the answer in the context of statement. The form of this gambit was declarative. It can be seen in appendix 2.

Extract 20.b

S	: No , you say that if you love English department you will choose English department right, you will choose English department you will your love job or loving education
---	---

Analysis of extract 20.b

The extract above reveals the function of gambit that student used in the communication to refused the answer from other student. In this case, the student

could make different argument about the topic. The form of this gambit was declarative or negative statement. The form was also uttered for many times on the students' conversation during the conversation, but they were uttered in different context, such as “*Yes, because..*”, “*Not.. not because they miss experience to .. to*”, “*No .. no ..no ..*”, etc. The result can be seen in appendix 2.

➤ **Crowd reaction**

Extract 21

S	: No, <i>we disagree</i> with you
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Analysis of extract 21

In the extract 21, one of the functions of gambits that students uttered in the communication was crowd reaction. It means that, gambits could be use to show the student' reaction, agree or disagree about with the problem or topic. The form in this extract was declarative. The result can be seen in appendix 2.

➤ **Showing Interest**

Extract 22

S	: <i>Yeaah</i> , the point is love
---	--

Analysis of extract 22

In the extract 22, one of the functions of gambits that students uttered in the communication was showing interest. It means that, gambits could be use to show the student' interest or got attention about the topic and also the student had motivation to

give feedback based on the topic. The form of this gambit was declarative. The form was also uttered for many times on the students' conversation during the conversation, but they were uttered in different context, such as "*hmmmmmm*", "*ok, aaa he want speak*", "*hmmm ... good*"etc. The result can be seen in appendix 2.

➤ **Communication problem**

Extract 23

S	: <i>Sorry</i> , interruption, in a situation like this you say that money is everything money can buy everything for example you don't have family you can buy family by your money ..
---	---

Analysis of extract 23

In the extract 23, the function of gambit that students uttered in the communication was Communication problem. In this case, gambits could be use to show the student' make mistake or they do not understand with the topic, so the student try to make it clear about their communication. The form of this gambit was declarative. The result can be seen in appendix 2.

➤ **Accepting a compliment**

Extract 24

S	: Ok, <i>thank you</i>
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Analysis of extract 24

Based on the extract above, it can be seen clearly that the students stated his thanks or accepting the compliment about the topic. In this case, he said thanks for the time when he accepted the statement from his another friend. From the context, it can be revealed that gambits can also function as accepting a compliment. In addition, the gambit was uttered in the form declarative. The result can be seen in appendix 2.

In relation with the context in extract 20.a, 20.b, 21, 22, 23, and 24 about responding gambits, the functions of gambit uttered by the students in EFL classroom communication was the right or the wrong, crowd reaction, showing interest, communicating problem, and accepting a compliment.

Table 4.3 Data Display of extract 20.a, 20.b, 21, 22, 23, and 14

Types	Functions	Extracts	Utterances	Forms
Responding Gambits	Right or Wrong	20.a	Okay	Declarative
		20.b	No	Declarative
	Crowd reaction	21	We disagree	Declarative
	Showing Interest	22	Yeaah	Declarative
	Communication problem	23	Sorry	Declarative
	Accepting a compliment	24	Thank you	Declarative

B. Discussion

This part presents the analysis of the data presentations from data recorded of students' communication in EFL classroom.

1. The Types, Functions, and Forms of Gambits

Based on the previous analysis, the researcher found that there were three types of gambits that were uttered by the students in EFL classroom and they always use in their communication such as, opening gambits, linking gambits, and responding gambits. Furthermore, the functions of each type are elaborated in the following description.

The first type of gambits identified by the researcher in EFL classroom was opening gambits. Opening gambits were emphasized to get the address to do something or it had functions such as asking for information, breaking in, interrupting, act in order, telling the story, the main thing, surprising the fact, and personal opinion. The functions of gambits can be seen in extract 1.a, extract 1.b, extract 2, extract 3, extract 4, extract 5, extract 6, extract 7, and extract 8. Therefore, this type of the gambits also functioned variously as seen in the extracts. In extract 1.a and extract 1.b, gambits were uttered by the students in EFL classroom for asking for information, while in extract 2 it was uttered for breaking in. Furthermore, in extract 3 the students uttered gambits for interrupting. In extract 4, the gambit functioned as act in order, in extract 5, 6, 7, gambits were uttered as telling the story, the main thing and surprising the fact. Finally, in the last extract or in extract 8, it was uttered for personal opinion.

In addition, the forms of gambits when it was uttered by the students in EFL classroom consisted of two forms namely interrogative and declarative. The function of gambits in the form of interrogative can be seen in extract 1.a, and declarative form can be seen in extract 1.b. Furthermore, the forms of gambit in extract 2 to 8 were uttered in declarative.

The second type of gambits explored in EFL classroom was linking gambits. The functions of gambit can be seen in extract 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, and 19. The functions of gambits were also various such as for thinking about the problem, emphasizing a point, giving reason, thinking ahead, correct yourself, demanding explanation, argument and counter argument, seeing the good side, illustrating the point, hesitation phrase and telling the story. In extract 9, linking gambits was uttered for thinking about the problem, while in extract 10 the students uttered the gambit for emphasizing a point. Furthermore, in extract 11, it functioned for giving the reason and in extract 12, it was uttered for thinking ahead, extract 13 was correcting yourself, in extract 14, 15, 16, they were demanding explanation, argument and counter argument, and seeing the good side, in extract 17 and 18, the function as illustrating the point and hesitation phrase. Finally, in extract 19, it was uttered by the students in EFL classroom for telling the story. Furthermore, the researcher also found that the gambits were uttered in the forms of declarative and interrogative.

The last types of gambits found in EFL classroom by the researcher was responding gambits. Responding gambit were statements that functions as right or wrong, crowd reaction, showing interest, communication problem, and also accepting a compliment. The functions of gambits can be seen in extract 20.a, extract 20.b, extract 21, extract 22, extract 23 and extract 24. Dealing with the gambits' functions, responding gambits were uttered by the students functioned differently. In extract 20.a and extract 20.b, the gambits were uttered as the right or the wrong. Meanwhile, in extract 21, the students uttered gambit as crowd reaction, furthermore, in extract 22, function's of gambit to showing the interest. Gambit function's in extract 23 as a communication problem and the last in extract 24, the function of gambit to accepting a compliment. Furthermore, form of gambit when it was uttered by the students was declarative form.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter divided into two main parts, conclusion and suggestions. The conclusion refers to the summary of the data analysis based on the findings and discussion which focus on types and functions of gambits spoken by the students in EFL classroom communication. The suggestion refers to the various ideas pertaining to the types, functions, and forms of gambits used by the students in EFL classroom communication.

A. Conclusion

Conclusion of this research based on the research questions. This research has two questions. The first question related to the types of gambits spoken by the students in EFL classroom communication. The second question related to the functions of gambits spoken by the students in EFL classroom communication.

There are three types of gambits found in EFL classroom communication during the lecturing process, they are opening gambits, linking gambits, and responding gambits. Each type of the gambits uttered by the students in EFL classroom during the lecturing process consisted of different functions.

The first type, opening gambits, functions of gambits for asking the information, breaking in, interrupting, act in order, telling the story, the main thing, surprising the fact and expressing personal opinion. Furthermore, the forms of gambits were uttered in two forms, namely interrogative and declarative. The second type, linking gambits, it uttered by the students in EFL classroom communication for different functions, namely for thinking about the problem, emphasizing a point, giving the reason, thinking ahead, correcting yourself, demanding explanation, argument and counter argument, seeing the good side, illustrating the point, hesitation phrase and telling the story. The gambits were uttered in the forms of declarative and interrogative. The third type, responding gambits, it also uttered for different functions such as right or wrong, crowd reaction, showing interest, communication problem and accepting a compliment. The forms of gambits were uttered in the declarative form.

B. Suggestions

Based on the result of the research, some suggestions which hopefully will give valuable and useful contribution to the English teachers, students, and the next researchers, especially in using gambits, will be given.

The result of this research can encourage the lecturers to recommend the students to use the conversation gambit during the speaking class and also ask the student to do the activity in speaking by using the gambit. It is also expected that the

research findings can be considered by Indonesian universities to put “Gambits” as one of the subjects learned by the students in English department.

For the students, especially in speaking class, they are supposed to speak English during the class or in their daily activity. They can use gambits in their conversation. By using gambit, their conversation will sound smoothly and natural. Gambits also help them to initiate the conversation when they found the difficulty in speaking English.

To the next researcher, the study of gambits can be extended by conducting the research in other different content and situation. The next researcher may explore and examine the gambits used based on social status or class, occupation, age, geography, education, gender, and ethnicity.

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TEACHING AND LEARNING PROCESS





CURRICULUM VITAE



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